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TEACHING LITERATURE AND READING SIMULTANEOUSLY, NINTH GRADE ENGLISH.

BY- KINKEAD, THOMAS LEVINE, MILTON
RAMAPO CENTRAL SCH. DIST. NO. 2, SPRING VALLEY,N.Y

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DESCRIPTORS- *READING COMPREHENSION, *GRADE 9, *LITERATURE GUIDES, *INDIVIDUAL DIFFERENCES, *CONTENT READING, LITERATURE PROGRAMS, READING PROGRAMS, CREATIVE READING, ENGLISH LITERATURE, GROUP DISCUSSION, READING COMPREHENSION, STUDY SKILLS, INTERPRETIVE READING, FUNCTIONAL READING, READING INSTRUCTION,

SPECIFIC STUDY MATERIALS AND A GUIDE FOR TEACHING READING COMPREHENSION AND LITERATURE ARE PRESENTED. THE STUDY MATERIALS PROVIDE FOR A WIDE RANGE OF ABILITY AND ACHIEVEMENT AND ARE APPLIED TO THE TITLES REGULARLY USED IN THE NINTH-GRADE LITERATURE PROGRAM OF THE RAMAPO CENTRAL SCHOOL DISTRICT IN SPRING VALLEY, NEW YORK. EXCERPTS FROM "THE THREAD THAT RUNS SO TRUE," "ROMEO AND JULIET," "THE ODYSSEY," AND "GREAT EXPECTATIONS" ARE FOUND IN THE LITERATURE ANTHOLOGY "ADVENTURES IN READING." ATTENTION IS GIVEN TO READING FOR DETAILS, MAIN IDEA PLACEMENT, VOCABULARY, WORD AND PHRASE MEANING, RELATIONSHIPS, CAUSE AND EFFECT, SEQUENCE OF EVENTS, PREDICTING OUTCOMES, READING FOR INFERENCE, IDENTIFICATION OF FORESHADOWING, PLOT STRUCTURE, TOOLS OF THE POET, CHARACTERIZATION, CHARACTER ANALYSIS, AND CHARACTER DEVELOPMENT IN THE VARIOUS EXERCISES INCLUDED. AN ANSWER KEY IS PROVIDED, ALTHOUGH THE AUTHORS CAUTION THAT THERE ARE FEW ABSOLOTE ANSWERS FOR EXERCISES DESIGNED TO STIMULATE EXPLORATION AND DISCUSSION. (KJ)

ED020075

TEACHING LITERATURE AND READING SIMULTANEOUSLY

Ninth Grade English

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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RAMAPO CENTRAL SCHOOL DISTRICT NO. 2

Spring Valley, New York

1964

Dr. Merrill L. Colton, Superintendent

Kinkead + Levine

RE 001 198

ENGLISH

Ninth Grade

A STUDY GUIDE PREPARED BY:

Thomas Kinkead
Kakiat Junior High School

Milton Levine
Kakiat Junior High School

CONSULTANT:

DR. HAROLD L. HERBER
School of Education
Syracuse University

UNDER THE SUPERVISION OF:

Dr. Robert V. Cogger
Assistant Superintendent for
Curriculum and Instruction

RAMAPO CENTRAL SCHOOL DISTRICT NO. 2

Spring Valley, New York

TABLE OF CONTENTS

Foreword	I
Introduction	IV
"The Thread That Runs So True	9E:1
"Romeo and Juliet"	9E:6
"Odyssey"	9E:14
"Great Expectations"	9E:20
Answer Key	9E:29

FOREWORD

The instructional materials included in this booklet were based on specific assumptions, constructed for several specific purposes and designed to be applied in several specific ways.

Assumptions

1. All students - regardless of their levels of ability and achievement - need help in reading more successfully the materials required in their content courses.

2. The help that these students require ranges from the development of basic reading skills to the formulation and application of abstract concepts.

3. The needs of students can be met if instruction is designed to meet the needs; their needs are not met by chance.

4. The most logical place to give this instruction is in the subject areas in which the deficiences manifest themselves, using materials that students are required to read as the vehicle for the instruction.

5. The most logical person to provide this instruction is the teacher of the subject in which the students are experiencing difficulty.

6. This subject content teacher has little - if any - time to devote exclusively to the development of skills - even though they are related to the subject content area.

7. If a practical system for the simultaneous development of subject related concepts and skills is devised, content teachers will embrace and apply the system.

8. The secondary school teachers in Spring Valley are interested in practical solutions to their students' problems and in practical methods to increase their own efficiency.

Purposes

1. The exercises in these materials serve a dual purpose: 1) they provide guided practice on skills needed to acquire the concepts basic to the course content; 2) they provide guidance in the manipulation of ideas related to the subject and they develop an awareness of the interrelationships among the ideas and a sensitivity to their proper application.

2. They provide for a range of ability and achievement levels so that more than lip service can be given to students' individual differences. Many of the exercises have asterisks preceding items. These asterisks indicate levels of difficulty. Assign items to groups according to their competence to do the work. In class discussion, students learn from one another and gain the information included in items not assigned to them. At the same time they experience success and make a contribution of their own.

3. They are applied to the content materials regularly used in the curriculum, thus assuring the simultaneous development of skills and concepts.

4. They are directed towards the development of only those skills and concepts that are related to a given curriculum, thus assuring the simultaneous development of skills and concepts.

5. They are directed towards the development of only those skills and concepts that are related to a given curriculm in question, thus assuring their practicality.

6. They are designed to deeply involve students in a learning experience, making students active participants rather than passive observers.

7. They guide the students through the experience of applying the appropriate skills and developing the basic concepts; they do not assume that students already possess the skills or have already developed the concepts that are basic to the course.

8. They guide students, but in such a manner that students are lead toward independence in the application of the skills and in the formulation of the concepts.

9. They release the teacher from being a dispenser of information and allow him to be a true guide to good learning.

Application

1. It is assumed that teachers using the materials would first insure their students' preparation for the reading they must do.
   This would include:
   a. Identification of potentially troublesome vocabulary, contained in a specific reading selection, and calling students' attention to these words and their meanings.

   b. Review of previously learned material to provide a frame of reference for the new ideas to be acquired.

c. Motivation of students' interest in the topic, building in them a sense of anticipation so that they are actively engaged in a learning experience.

d. Directions as to how the text is to be read, and - with the materials in this booklet - guidance in this reading process.

2. These materials are not designed to be tests and should not be used as such. They are study guides only. It is preferable that no grades be given for this work. Elimination of grading removes some students' compulsion to copy other students' answers to be assured of a good mark.

3. The materials are designed to be used in small groups in the regular classroom. Students discuss - in groups - answers they have recorded on their guides. They seek to resolve differences. Unresolved differences are referred to the teacher for in-depth discussion. The exchange of ideas - under guidance - stimulates good learning and insures active participation by all students. Students learn from one another as well as from the teacher.

4. Most of the materials are designed to stimulate exploration and discussion. Therefore, there are a few absolute answers. Respect and give credit to students' answers that show thought, reflection, and insight even thought they might not agree with your own.

5. Copies of these materials are available in quantity from the Materials Center. If you wish class sets of any page, submit your order through your department chairman. Allow one week for delivery to your school.

The materials in this booklet represent a system - the validity and reliability of which has been established - which can guarantee the successful and simultaneous development of skills and concepts, in the regular classroom, under the direction of the regular classroom teacher, applied to regular course content and texts, with students ranging from "slow learners" to "academically gifted". When applied with good conscience and imagination, a teacher can guarantee his students a successful learning experience in his subject. He himself will find that - in the words of one science teacher who experienced the success of this program; "There is now more learning going on for a given amount of teaching energy I expend than ever before."

These materials are illustrative, not exhaustive. It is hoped that teachers' success will stimulate them to create more of the same.

Adventures in Reading
"The Thread that Runs so True"

Pages 240-257
Reading for details

Directions: There are details in the story which must be recognized in order for you to obtain an understanding of the main topic. Keep this guide sheet near you as you read and notice the details. Following each question is given its location in the story, by page, column and paragraph.

* 1. The author, Jesse Stuart, was going to do what type of work? (240,2,1)

*** 2. What or who might cause the author to leave Lonesome Valley School? (240,2,1)

** 3. Jesse Stuart encouraged Con Conway to return to school. What are the details of his argument? (240,2,2)

* 4. What was the age of the author when he begins teaching? (241,1,3)

** 5. Why had Jesse Stuart begged to teach in Lonesome Valley? (241,1,3)

* 6. How many students was Jesse Stuart to teach? (241,2,2)

** 7. Why did the students laugh, scream and race to the schoolhouse? (241,2,4,5)

Adventures in Reading
"The Thread that Runs so True"

Pages 240-257
Reading for details

** 8. Why did Jesse Stuart encourage his pupils to bring their own drinking cups or make their own drinking cups? (243,2,3,4)

*** 9. It is important to recognize Guy Hawkin's physical description. How would you describe him? (244,1,2, & 4)

***10. What did Jesse Stuart feel about Guy Hawkins? (245,1,1)

***11. Did Jesse Stuart immediately know why Guy returned that day? (245,1,3)

* 12. What specific reason did Guy give for his return to fight? (245,2,6)

***13. Was Jesse Stuart fair in the fight? (246,1,8)

Adventures in Reading
"The Thread that Runs so True"

Pages 240-257
Reading for details

***14. What was Guy's attitude about the fight and its results? (247,1,6)

** 15. Why would Jesse never forget the day of the fight? (248,1,2)

***16. Why did John Conway accompany Jesse Stuart to school the day after the fight? (248,1,2)

* 17. How did Guy react to Jesse Stuart the day after the fight? (248,1,3)

Adventures in Reading — Pages 240-257
"The Thread that Runs so True" — Reading for details

Directions: There are several details in the story that you need to know in order to understand it well. As you read, answer the questions you find below, locating the answers with the help of the page, column, and paragraph numbers given.

* 1. Why was Jesse Stuart returning home? (248,2,2)

* 2. What time of year was it? (248,2,2)

** 3. Why did Otis Baylor wish that Jesse Stuart not take the trip? (248,2,3)

*** 4. What foreshadowing of danger was revealed to Jesse Stuart? (249,1,3)

* 5. What references were made to the severity of the snowstorm? (250,1,2)

*** 6. When did Jesse Stuart finally realize that he was lost? (251,1,1)

*** 7. What purpose did the fodder shocks serve for Jesse Stuart? (251,2,1 & 2)

Adventures in Reading
"The Thread that Runs so True"

Pages 240-257
Reading for details

*** 8. What caused Jesse to become lost? (252,2,2)

** 9. What problem about his students faced Jesse Stuart when he talked to Superintendent Anderson? (253,2,10)

* 10. Whom did Jesse Stuart consider a genius and capable of competing state-wide? (254,1,3)

* 11. In what subjects were Jesse Stuart's students to compete? (254,1,4)

** 12. How did Jesse Stuart's students react to the news of the contest? (254,1,10)

** 13. On the day the students were to travel the 17 miles to Landsburgh, what weather conditions faced them? (255,1,2,&3)

** 14. What reasons did Budge Waters give for the strong interest the students had in winning the contest? (255,2,2)

Adventures in Reading
"The Thread that Runs so True"

Pages 240-257
Reading for details

*** 15. What was the reaction of the Landsburgh students to the "strange-looking" group that had come to compete against them? (256,1,5)

* 16. What did the principal of the Landsburgh school consider the contest? (256,1,5)

* 17. How did Jesse Stuart's students make-out against Landsburgh? (257,1)

Adventures in Reading
"The Thread that Runs so True"

Page 240-257
Characterization

Matching

Directions: In an autobiography, a man reveals his character by what he says or does. In the two columns below, one (Column A) list specific incidents. The other (Column B) lists the human traits involved in the incidents. Can you properly evaluate which trait belongs to which incident? Use the page, column, and paragraph numbers provided. If you need to refer to the incident. Match the traits to the incidents.

Column A	Column B
_____1. Getting Don Conway to go to school (240,1 & 2)	a. Initiative
_____2. Extra 5 minutes at recess time (243,1,1)	b. Determination
_____3. Walking 30 miles in a day (249,1,1)	c. Courage
_____4. Working hard,playing hard (254,2,4)	d. Pride
_____5. Waiting for an opponent to get up (246,1,6)	e. Sense of fair play
_____6. Piling the shocks of fodder upon himself (251,2,1)	f. Understanding youth
_____7. Refusal to turn back from a trip (250,1,2)	
_____8. Starting the trip to Landsburgh (248,2,1)	
_____9. Cleaning Guy after the fight (246,1,6)	
____10. Entering his students in a contest (253,2,10)	

Adventures in Reading
"The Thread that Runs so True"

Pages 240-257
Character Analysis

Introduction: Many problems that every person of today must face have been faced by people of an earlier time. Frequently the autobiography will provide us with a living example of another person's situation. Perhaps we would have faced it differently or would have imitated the behavior, but no matter what, when we read about it, we should react.

In order to judge another person's actions, you must evaluate the circumstances surrounding the action.

Directions: Below you are provided with an action experienced by Jesse Stuart. The page of the story is provided on which the action is described. Check the circumstances given after the action which were the major factors in determining Jesse Stuart's action.

1. Jesse Stuart decided to teach school in Lonesome Valley. (240-1)
   _____a. Don Conway was to return to school.
   _____b. Jesse Stuart's sister had been beaten up in the same school.
   _____c. John Conway, school trustee, had recommended him.
   _____d. He wished to fight with Guy Hawkins.

2. Jesse Stuart persuaded Don Conway to return to school (240-1)
   _____a. Don Conway had two good fists.
   _____b. Don Conway needed training in order to manage a farm.
   _____c. Don was the son of John Conway and could act as an example for others in the community.
   _____d. Don knew the fate of Jesse Stuart's sister.

3. Jesse Stuart promoted Guy Hawkins and Ova Salyers from the first to the second grades. (244)
   _____a. Jesse Stuart was afraid of both boys.
   _____b. Guy and Ova were discipline problems.
   _____c. Guy and Ova were needed as tackles.
   _____d. Both boys had been in these grades so long that they could recite much of the material.

4. Jesse Stuart decided to fight Guy Hawkins. (245)
   _____a. Jesse had come to teach the school, and he was determined to do it.
   _____b. The other children would have laughed at Jesse.
   _____c. Jesse wanted revenge for his sister's beating.
   _____d. Guy had insulted all teachers.

Adventures in Reading
"The Thread that Runs so True"

Pages 240-257
Relationships

Introduction: It might be said that a person or story character will show characteristics which are consistent with his nature or inconsistent with his nature. For example, a man might reveal great truthfulness as a youth. Unless some important event changes him, we could assume that he will show the same trait later on in his life. If he is truthful one time and not truthful another time then there is inconsistency in his character.

You have now read about two periods of time in the life of Jesse Stuart. He is seventeen in the first period and nearing twenty-three in the second. You are to judge whether his character traits revealed in these two periods are consistent or inconsistent.

Directions: Below are two columns of incidents and the page, column, and paragraph where they are found. In the first column is an incident from the first story. In the second is an incident from the second story. On the line between the columns write a "C" if they show consistency. Write "I" if they show inconsistency.

Column One		Column Two
1. "I told them each had to bring his own cup." (243,2,3&4)	_____	1. "I couldn't persuade her to go." (254,1,2)
2. "Fifteen minutes were all too short for them to play, 'the Needle's Eye.' I let recess extend five minutes so they could finish the game." (243,1,2)	_____	2. "Despite the challenge ahead and all the reviewing and study we planned to do, we never stopped play." (254,2,4)
3. "I knew I had to face him and to fight." (245,2,13)	_____	3. "Then he invited me to get on the wagon and go home with them, but I refused." (250,1,3)
4. "I washed blood from his mouth and nose...I put cold water to his forehead." (246,2,4&5)	_____	4. "Billie Leonard, only thirteen years old, complained of numbness in his hands, feet, and lips.." (255,2,3)

Adventures in Reading
"Romeo and Juliet"

Pages 470-480
Reading for details

Directions: There are several details in the play that you need to know in order to understand it well. As you read, answer the questions you find below; locating the answers with the help of the act, scene, and line numbers given.

* 1. How many families are we concerned with? (Prologue, line 1)

* 2. The chorus tells us that the play takes place in what city? (Prologue, line 2)

** 3. Are we given the hint that suicide will be one of the actions of the play? (Prologue, line 6)

** 4. The fight in the street begins with whom? (Act 1, Intro., line 3)

* 5. Who finally creates a temporary peace? (Act I, Sc.1 1, 16)

** 6. What judgment does he hand down? (Act 1, Sc. 1, lines 23-4)

** 7. What is troubling Romeo when we first meet him? (Act 1, Sc. 1, 1, 32)

*** 8. Paris wishes to marry whom? (Act 1, Sc. 2, line 6)

* 9. Who is giving a party or feast? (Act 1, Sc. 2, line 16)

Adventures in Reading
"Romeo and Juliet"

Pages 470-480
Reading for details

** 10. Whom does Romeo expect to see at the party? (1,2,43-44)

** 11. When do we discover that Rosaline has competition? (1,4,6-7)

* 12. How does Tybalt recognize Romeo? (1,4,19)

*** 13. When does Romeo discover that Juliet is a Capulet? (1,4,65)

* 14. When does Juliet discover that Romeo is a Montague? (1,4,86)

Adventures in Reading
"Romeo and Juliet"

Pages 481-487
Reading for details

Directions: There are several details in the play that you need to know in order to understand it well. As you read, answer the questions you find below, locating the answers with the help of the act, scene, and line numbers given.

* 1. Does Romeo stay on the Capulet grounds? (Scene 1)

* 2. Whom does he wish to be near? (Scene 2)

*** 3. What is Juliet asking for when she cries out, "Deny thy father and refuse thy name." (2,2,18)

* 4. Does Romeo fear Juliet's kinsmen? (2,2,48)

* 5. Is Juliet concerned over Romeo's fate if he be discovered? (2,2,53)

** 6. What reason does Juliet have for blushing? (2,2,62)

** 7. What request of Romeo does Juliet make? (2,2,67)

* 8. Why does Romeo visit Friar Laurence? (2,3,19)

** 8. Why does Romeo visit Friar Laurence? (2,3,19)

** 9. Friar Laurence has previously warned Romeo about what in reference to Rosaline? (2,3,23)

***10. What secret alliance is formed in Scene Four?

Adventures in Reading
"Romeo and Juliet"

Pages 488-499
Reading for details

Directions: There are several details in the play that you need to know in order to understand it well. As you read, answer the questions you find below, locating the answers with the help of the act, scene, and line numbers given.

*** 1. Why does Romeo proclaim to love Tybalt? (3,1,27)

* 2. Does Romeo wish to fight Tybalt? (3,1,33-37)

* 3. Which two men fight with swords early in Scene 1?

* 4. Which of the two is injured? (Scene 1)

** 5. Does Mercutio turn against Romeo? (3,1,53)

* 6. Mercutio dies and Tybalt returns to Romeo. What occurs between the two men? (3,1,88-89)

** 7. What now is Romeo's fate? (3,1,98)

* 8. Where has Romeo hid himself? (3,2,49)

*** 9. What is Juliet's reaction to Tybalt's death and Romeo's banishment? (3,3,19-22)

** 10. Romeo is saddened by Juliet's grief. He decides to do what? (3,3,26-27_

* 11. To what city will Romeo flee in order to be safe? (3,3,38)

* 12. The day is Monday. On what day has Lord Capulet said Juliet will marry Paris? (3,4,13-4)

** 13. To whom will Juliet turn for help now that her father has shown such anger? (3,5,110-111)

Adventures in Reading
"Romeo and Juliet"

Pages 500-506
Reading for details

Directions: There are several details in the play that you need to know in order to understand it well. As you read, answer the questions you find below, locating the answers with the help of the act, scene, and line numbers given.

*** 1. Why doesn't Paris know Juliet's mind? (4,1,6-7)

*** 2. Whom does Juliet mean, when she confesses her love? (4,1,22)

** 3. What does Juliet ask the Friar to help her with? (4,1,37)

* 4. What plan does the Friar offer? (4,1,61-70)

** 5. How does Juliet mislead her father? (4,2,5-9)

** 6. What frightens Juliet as she prepares to drink the potion? (4,3,13)

** 7. What finally persuades Juliet to drink it? (4,3,36)

** 8. What does Lord Capulet believe in this scene? (4,4,28)

* 9. What advice does Friar Laurence give to the Capulets? (4,4,40-44)

Adventures in Reading
"Romeo and Juliet"

Pages 500-506
Reading for details

Directions: There are several details in the play that you need to know in order to understand it well. As you read, answer the questions you find below, locating the answers with the help of the act, scene, and line numbers given.

* 1. Who reveals Juliet's death to Romeo? (5,1,15-17)

** 2. What is Romeo's immediate reaction to the news? (5,1,19)

* 3. Why does Romeo go to the apothecary? (5,1,35-37)

* 4. Why was the note not delivered to Romeo? (5,2,11-12)

* 5. Why is Paris at the Capulet tomb? (5,3,6)

*** 6. What are Romeo's intentions at the tomb? (5,3,30-31)

** 7. Why does Paris challenge Romeo? (5,3,35)

* 8. What happens to Paris? (5,3,52)

* 9. What happens to Romeo? (5,3,84-85)

** 10. Why does the Friar leave Juliet? (5,3,109-110)

* 11. What nowhappens to Juliet? (5,3,120)

* 12. Who reveals the plot to the people? (5,3, editor's summary 516-7)

** 13. The Prince blames whom for all that happened? (5,3,127-131)

* 14. What happens to the feud? (5,3,131-133)

** 15. The Prince has certain thoughts concerning the "star-crossed lovers." What are they? (5,3,142-144)

Adventures in Reading
"Romeo and Juliet"

Pages 240-257
Reading for Inference

Directions: Act One of the play introduces many characters. These characters play major roles in the developing play. Read each quotation carefully. The scene and line reference is given to you. Answer the questions which follow the quotations. Place a check on the numbered line to indicate your choice.

1. "What, drawn and talk of peace! I hate the word as I hate Hell, all Montagues, and thee. Have at thee, coward!" (Sc.1,l.5)

   The speaker is:

   _____a. easy going
   _____b. hot tempered
   _____c. an adventure seeker
   _____d. moody

2. "Content thee, gentle Coz, let him alone. He bears him like a portly gentleman; And, to day truth, Verona brags of him to be a virtuous and well-governed youth." (Sc.4,l.26)

   The speaker reveals:

   _____a. a tolerant nature
   _____b. intolerance
   _____c. a shrewd mind
   _____d. pity

3. "Well, think of marriage now. Younger than you, here in Verona, ladies of esteem are made already mothers. By my count, I was your mother much upon these years that you are now a maid." (Sc. 3, l.10)

   The person referred to is:

   _____a. young in years
   _____b. generous of heart
   _____c. lovely to look at
   _____d. to be married

4. "The measure done, I'll watch her place of stand, and, touching hers, make blessed my rude hand." (Sc. 4,l.15)

   The speaker is:

   _____a. bashful
   _____b. bold
   _____c. shy in nature
   _____d. rude

Adventures in Reading
"Romeo and Juliet"
Directions: (see below)

Pages 470-516
Identification of Foreshadowing

You are provided with line references of foreshadowing.
Answer the questions which follow.

1.	Prologue lines 5-12	a. Is it to be a happy ending? b. Which of the following words or phrases reveals the type of ending we might expect? (star-crossed, misadventured)
2.	Tybalt, Act I, Sc. 4 (43-44)	a. Is Tybalt a revengeful person? b. Is Tybalt going to forget about Romeo?
3.	Juliet, Act I, Sc. 4 (88-89)	a. Is Juliet completely happy with this situation? b. What words make us see that there is uneasiness on Juliet's part?
4.	Juliet, Act II, Sc.2 (89-92)	Why does Juliet compare her bethrothal to lightning?
5.	Friar Laurence, Act II, Sc.3 (35)	It is hinted that youth is impetuous. What can happen to youth?
6.	Romeo, Act II, Sc.4 (4-5)	Is not Romeo challenging the fates?

Directions: The first two acts are considered to be light and joyous. The play almost begins as a comedy. Yet, Shakespeare artfully has his characters warn of the tragedy which is to follow.

Adventures in Reading
"Romeo and Juliet"

Pages 470-516
Identification of Foreshadowing

Directions: You have been carefully observing instances of foreshadowing, on the part of the dramatist. There are two more instances in Scene I of Act III. You have been provided with the foreshadowing meaning. Find the line which includes the instance.

1. Benvolio predicts trouble.

2. Mercutio's death will lead to other deaths.

Adventures in Reading
"Romeo and Juliet"

Pages 470-516
Cause and Effect

Directions: The ten names listed below are considered the main characters of the play. In Column A you will find the incidents that produce the effects in Column B. You are to use this information to complete the chart at the bottom of the page. This exercise will help you to judge whether you have understood the play.

CHARACTERS

A. Romeo
B. Juliet
C. Escalus
D. Lord Montague
E. Lord Capulet
F. Mercutio
G. Tybalt
H. Paris
I. Friar Laurence
J. Friar John

Column A - INCIDENTS

1. The slaying of Juliet's cousin.
2. A girl unwittingly reveals her love.
3. A man asks to marry a girl, and her father says yes.
4. A man acts against his conscience.
5. A man acts as a friend.
6. A man is detained against his will.
7. A man sees a girl at a dance.
8. A girl sees dead bodies.
9. A husband makes his wishes known.
10. A man hears false news.

Column B - EFFECTS

1. He unites two families.
2. A message is not delivered.
3. It causes his death.
4. A man forgets his "puppy love."
5. He puts his life at stake.
6. The banishment of Lord Montague's son.
7. A wife does not comfort a sad child.
8. A couple exchange vows.
9. A girl fakes a suicide.
10. Someone commits suicide.

Incident	Effect	Character
1. The slaying of Juliet's cousin.		
2. A girl unwittingly reveals her love.		
3. A man asks to marry a girl, and her father says yes.		
4. A man acts against his conscience.		
5. A man acts as a friend.		
6. A man is detained against his will.		
7. Aman sees a girl at a dance.		
8. A girl sees dead bodies.		
9. A husband makes his wishes known.		
10. A man hears false news.		

Directions: The paragraph below is a paraphrase of the introduction to the "Odyssey". Answer the questions based on the paraphrase. After your answer, give the line number on which the answer is found.

I, Odysseus, was born to the great Laertes. I am known to all mankind as the man who thinks up cunning plans of all sorts. Even the Gods know about this ability. I was born in Ithaca which is an island where the sun always shines. This island that lies to the west of Greece has a shore almost level with the sea. Mine is a rugged land and the young people are strong because of this. As far as I am concerned, there is no other country in the world that is as pleasing as Ithaca. But forget about that and listen to me while I tell you of the troubles that Zeus caused me after I left the defeated city of Troy.

1. Who is telling the story?

2. Men know him for what trait?

3. Do the Gods know about him?

4. Where does the hero come from?

5. What kind of children grow up there?

6. Do most people feel about their country as the hero does? Why?

7. What is the name of the unlucky city?

Adventures in Reading
"Odyssey"

Page 525-550
Tools of the Poet

Directions: The following paragraph is a prose version of the original lines of the introduction to the "Odyssey". Answer the questions based on the paragraph. After your answer, give the line number on which the answer is found.

I am Odysseus, great Laertes' son, for cunning plans of every kind known among men; and even to heaven has spread my fame. My native land is Ithaca, a sun bright island low of shore which lies far out to sea and toward the west. Rugged it is, this land of mine, yet breeds a sturdy youth, and I can find no land more sweet to me than this, my native Ithaca.

But come, for I will tell the many sorrows Zeus sent upon me as I traveled homeward from hapless Troy.

1. Who is telling the story?

2. Men know him for what trait?

3. Do the Gods know about him?

4. Where does the hero come from?

5. What kind of children grow up there?

6. Do most people feel about their country as the hero does? Why?

7. What is the name of the unlucky city?

Adventures in Reading
"Odyssey"

Pages 525-550
Tolls of the Poet

Directions: You now have before you the original lines as written by Homer. Notice that they are no more difficult than the first paragraph you read.

Read the original lines and then answer the questions. Notice they are the same questions you answered in the first two paragraphs.

THE ODYSSEY

by Homer

I am
Odysseus, great Laertes' son,
For cunning plans of every kind
known among men; and even to heaven
Has spread my fame. My native land
Is Ithaca, a sun-bright island
Low of shore which lies far out
To sea and toward the west. Rugged
It is, this land of mine, yet breeds
A sturdy youth, and I can find
No land more sweet to me than this,
My native Ithaca.
But come,
For I will tell the many sorrows
Zeus sent upon me as I traveled
Homeward from hapless Troy.

1. Who is telling the story?

2. Men know him for what trait?

3. Do the Gods know about him?

4. Where does the hero come from?

5. What kind of children grow up there?

6. Do most people feel about their country as the hero does? Why?

7. What is the name of the unlucky city?

Adventures in Reading
"Odyssey"

Pages 525-550
Vocabulary

Directions: Match the words in Column B with the definitions in Column A by placing the letter of the correct word on the numbered line in front of each definition.

Column A		Column B	
_____1.	exhibiting skill; crafty	a.	smote
_____2.	having a rough, uneven surface	b.	tidings
_____3.	to produce (offspring)	c.	cunning
_____4.	firm unyielding; strong	d.	rugged
_____5.	pleasing or agreeable in general	e.	lamented
_____6.	unlucky; without chance	f.	bade
_____7.	an extensive violent wind; a furious storm	g.	tempest
_____8.	concealed; wrapped in obscurity	h.	fill
_____9.	plunging headfirst	i.	riven
____10.	torn apart	j.	headlong
____11.	into parts; into different pieces	k.	breeds
____12.	laboring hard; making efforts	l.	sweet
____13.	occupy the whole of; full supply	m.	striving
____14.	a messenger	n.	enshrouded
____15.	intermixed; combined	o.	hapless
____16.	ordered; commanded	p.	sturdy
____17.	a piece of news; a message	q.	asunder
____18.	expressed or felt sorrow	r.	mingled
____19.	struck, as with the hand	s.	herald

Adventures in Reading
"Odyssey"

Pages 525-526
Details of plot

THE LAND OF THE LOTUS-EATERS

Directions: There are details in the poem which must be recognized in order for you to understand the main ideas. Keep this guide sheet near you as you read and notice the details. Following each question is the line location of its answer in the story.

1. Who controls the elements? (lines 16-18)

2. When the sails were gone, what do the men do? (line 25)

3. What do the inhabitants of this land eat? (line 27)

4. How does curiosity prompt Odysseus to detail his men? (lines 34-35)

5. Do the Lotus-eaters mean harm to Odysseus' men? (lines 38-40)

6. What is the effect upon any man who eats the lotus? (lines 45-59)

7. How does Odysseus take care of the men who ate the flower? (lines 50-54)

8. How does he do away with the temptation that faces his other men? (lines 54-56)

9. Is he successful? (line 59)

Adventures in Reading
"Odyssey"

Pages 526-534
Vocabulary

Directions: Words can often be defined by obtaining their meaning from the surrounding words or sentences. This is determining meaning through context.

You are given a word to define and its line location in the Cyclop's tale. You are also provided with the lines that will aid you in defining the word. On the blank provided, write the meaning of the word. Note: Do not consult a dictionary until you are finished. The first two are done for you.

	WORD	CONTEXT LINES	CONTEXT MEANING
1.	lawless (line 65)	lines 76-78	Does not recognize any law but his own.
2.	enclosed (line 84)	lines 83-84	To surround: to shut in
3.	mingles (line 115)	lines 114-116	
4.	asunder (line 234)	lines 233-236	
5.	charred (line 303)	lines 302-304	
6.	auger (line 377)	lines 373-378	
7.	spacious (line 172)	lines 147-174	
8.	lamented (line 252)	lines 239-254	
9.	marvelously (line 117)	lines 117-120	
10.	lagged (line 477)	lines 469-484	
11.	quenched (line 484)	lines 483-484	
12.	skulking (line 492)	lines 486-492	

Adventures in Reading
"Odyssey"

Pages 525-550
Inference

Directions: A hero does not have to be a perfect man, or does he? You will have to discover the various traits that belong to Odysseus either by what he does or by what he says. As you read, note the characteristics, or traits listed. Write the numbers of the lines that you feel explain each trait best. Examples are given for the first few.

INTRODUCTION, LOTUS-EATER, CYCLOPS

Introduction to poem

a conceited man	lines 3-5

Lotus-Eaters

a curious man	lines 32-34
a cautious man	lines 35-36
a kind leader	lines 50-54
a capable leader	lines 54-59

Cyclops

a curious man	lines 99-103
a resourceful man	
a conceited man	
a courageous man	
a stubborn man	
a cunning man	
a cautious (wary,prudent) man	
a fair-minded man	
a strong man	
a capable leader	

Adventures in Reading
"Odyssey"

Pages 525-550
Main idea placement

Directions: You are given the titles of the various tales. Following the list appear 15 quotations. Identify the tale from which each quotation is taken by writing the letter of the Tale on the numbered line before the quotation.

A. LOTUS-EATERS
B. CYCLOPES
C. CIRCES WARNINGS
D. SONG OF SIRENS
E. MEETING OF ODYSSEUS AND TELEMACHUS
F. PENELOPE DISCOVERS THE STRANGER'S SECRET
G. PENELOPE TEST ODYSSEUS

____1. "...and lo,
Whatever man of them but tasted
That blossom strange and honey-sweet,
Naught cared he then to hasten back
With tidings to the ships, or ever
Turn homeward any more,..."

____2. "...Thrice each day
She sends it up and thrice again
She sucks it down, and terrible
That sight to see,..."

____3. "Now a dog
Lay near, and heard, and straightway lifted
His head and ears. For this was Argos,
Steadfast Odysseus' dog...Yet when he beheld,
Weak though he was, Odysseus near him,
He wagged his tail and dropped both ears,
Though he had now no strength to move
Nearer his master."

____4. "For she bade
That I alone should hear their song.
So bind me fast in bonds--aye, lash me
Upright against the mast, that thence
I may not stir, and cast strong ropes
About me, too."

____5. "Each makes laws
For wife and child, and gives no heed
To any save himself."

____6. "Within this cave
Dwells Scylla, ever uttering
Her dreadful yelping cry, her voice
Shrill as a new-born whelp's. There dwells she,
A monstrous shape of evil."

____7. "Since no man
Now does you vilence, while you
Are there alone, this illness sent
By mighty Zeus, no man may shun
In any way. But pray you now
To your great father, Lord Poseidon."

____8. "What woman?
What words are these you now have said
To pierce my heart! Who can have set
My bed in a new place?"

____9. "Come hither,
O famed Odysseus, mighty glory
Of the Achaeans. Turn your ship
But hither to the shore and hearken
The song we sing..."

____10. "Yet
This tale you tell cannot be true:
Alas, it is some god came hither
And slew those haughty wooers, angered
At the rash insults of their pride
And all their evil deeds..."

____11. "Dear ram,
Why do you cross the cave so slowly,
Last of the flock?"

____12. "Strangers, who are you,
And whence do you come sailing hither
Over the sea's wet ways? What errand
Can bring you hither? Or perchance
You wander purposeless, like robbers
Who rove the seas and venture life
To bring to strangers in far lands
An evil fortune."

____13. "You
Shall seek the farm where dwells the swineherd
Who keeps your herds of swine, whose heart
Is ever faithful."

____14. "Shrewd Odysseus,
Laertes' son, now you shall tell
Your son your secret; now no longer
Need you keep silence. And you twain
Shall plan together death and doom
For the proud wooers."

Adventures in Reading
"Great Expectations"

Pages 560-567
Words and Phrases

I. Directions: You are given words and word phrases which are found within the first fifteen chapters of the novel. You are also given their location.

On the numbered line before each word or phrase, place the letter of its best meaning as it appears in the "definitions" before the word.

WORDS AND PHRASES

_____1. convict (p.560, col. 1)

_____2. on the authority of his tombstone (p.560, col. 2)

_____3. a great iron on his leg (560, col. 2)

_____4. Give it mouth! (p. 560, col. 2)

_____5. If I han't half a mind to't! (p.562, col. 1)

_____6. And you know what wittles is? (p.562, col. 1)

_____7. tremendous dip and roll (p. 562, col. 2)

_____8. brought me up "by hand." (p.563, col. 1)

_____9. she's got Tickler with her (p.563, col. 2)

____10. She sot down, ...(p. 563, col. 2)

____11. You come along and be dosed. (p. 564, col. 2)

____12. ...deposited that part of my conscience...(p. 565, col. 1)

____13. ...was apprenticed to him, ...(p.566, col. 1)

____14. and he was working hard at his fetter, (p.567, col. 2)

Adventures in Reading
"Great Expectations"

Pages 560-567
Words and Phrases

DEFINITIONS

A. A young boy did not always continue in school. Often he went to work to learn a trade. This enabled him to find work as an adult.

B. She sat down.

C. The boy was held and roughly handled. His body was forced to bend and tilt into unnatural positions.

D. Inwardly I felt better by getting rid of the evidence which made me feel guilty.

E. Medicine used to make the stomach work properly.

F. He tried to cut the chains which bound him.

G. "I would do it if I wanted to."

H. A man who has committed a crime and has been sent to prison.

I. Prisoners frequently were kept chained. Iron rings were placed on ankles and connected by chains.

J. "Speak up!"

K. When needed, the child was struck as a means of punishment.

L. It doesn't really make you laugh. The cane often hurt as it was used to prod you onward.

M. The lettering on a grave marker revealed the historical fact.

N. "Food! I want you to get me food."

Adventures in Reading
"Great Expectations"

Pages 560-567
Words and phrases

II. Directions: Below are modern day situations for which Dickens might use the words and phrases which appear in Part I. Which would you choose to fit each situation? Place the number of your choice on the numbered line.

_____1. The bank was robbed. The man responsible has been caught, tried, and sentenced to prison. He is now serving his time behind bars.

_____2. The boy and girl were almost lost as individuals dancing in the crowd. An onlooker could only see a swaying, dipping mass of figures.

_____3. The girl began to sass her mother. She had not tried it before. Quickly, her mother's hand reached out and struck her across the face.

_____4. He worried about it. The fact that it was in his pocket made him feel guilty. Perhaps, he could hide it somewhere. This would make him feel better.

_____5. The boy wanted to be a good mason. This would require long years of work. He visited a skilled mason and asked to work for him in order to master the needed skills.

Adventures in Reading
"Great Expectations"

Stage One
Vocabulary

Directions: You are provided with words taken from Stage One. Note the prefix, root, and suffix. Circle the letter of the best meaning of the word.

Words	Prefix	Root	Suffix	Meaning
1. disconsolately	dis	consolate	ly	a. angrily b. sorrowfully c. sympathetically d. scornfully
2. remorseful	re	morse	ful	a. tormented b. regretful c. tired d. refreshed
3. imperiously	im	perious	ly	a. furiously b. wittily c. arrogantly d. wisely
4. disdainfully	dis	dain	ful ly	a. scornfully b. unhappily c. regretfully d. frankly
5. pilfering		pilfer	ing	a. punishing b. shooting c. stealing d. sneaking
6. rebuff	re	buff		a. refusal b. relative c. recess d. restaurant
7. pious				a. well-dressed b. pitiful c. fearful d. religious
8. zeal				a. relief b. wealth c. enthusiasm d. pain
9. shrewdly		shrewd	ly	a. quickly b. wittily c. arrogantly d. wisely

Adventures in Reading
"Great Expectations"

Stage One
Sequence of Events

Directions: Fifteen main ideas from Great Expectations are listed below. Your task is to arrange them into the proper time sequence. Your authority for this is your textbook. Show this sequence by numbering the ideas from 1-15.

_____a. Pip receives a gift of money that is an astonishing sum from a stranger in a bar.

_____b. The fight between the convicts leads to their capture.

_____c. Pip is threatened by the first Convict.

_____d. Pip relates strange stories to his sister.

_____e. Pip realizes that more than one has escaped from the prison ship.

_____f. Pip is asked to be a playmate for a spoiled child.

_____g. Pip gets a send off from Biddy and Joe.

_____h. Pip is challenged and fights with a stranger.

_____i. The stealing of the food from Mrs. Joe.

_____j. Pip reveals his ambitions and how unhappy he is with his present position.

_____k. Pip starts his education in an informal school.

_____l. Pip is growing up and Miss Havisham decides he should be working.

_____m. Pip has Great Expectations.

_____n. An unusual event occurs at the Christmas dinner.

_____o. Mrs. Joe is attacked by an unknown assailant.

Adventures in Reading
"Great Expectations"

Stage One (End)
Predicting Outcomes

Introduction: Remember that you are reading a mystery novel. Many events are not explained when they occur. Dickens wanted to keep you puzzled. As you read, try to match your wits with Pip's now and again to see whether you can guess the meaning of the strange happenings. But by all means, be true to the code of the mystery fan; guessing is fair. Looking ahead to see how it all ends is not!

Directions: Below you are given a main character of the story. Next to it are five possible outcomes. One or two from each are possible based upon the knowledge gained in the first fiteen chapters. Circle the letter of your choice and in the blank below the character explain your reasoning.

First Convict

A. He is the man who jilted Miss Havisham.
B. This character will turn out to be Pip's benefactor.
C. He meets up with the second convict again.
D. He dies while in prison.
E. We will not meet him again.

Miss Havisham

A. Loses her great wealth.
B. She wishes and plans for the marriage of Pip to Estella.
C. Eventually marries the man who had jilted her.
D. She is revealed as Pip's benefactor.
E. We will not meet her again.

Estella

A. Goes through life breaking the hearts of men.
B. Is disowned by Miss Havisham.
C. Eventually she marries Pip.
D. She dies at an early age before Pip can see her again.
E. We will not meet her again.

Joe

A. Educated himself and becomes a great teacher.
B. Dies in a fight with Orlick.
C. Marries Biddy after the death of his wife.
D. Is taken to London by Pip.
E. We will not meet him again.

Biddy

A. She marries Joe after the death of his wife.
B. She becomes a teacher and returns to Mr. Wopsle.
C. She remains a spinster all her life.
D. She marries Pip when he returns.
E. We will not meet her again.

Orlick

A. He defeats Joe in a fight and takes over the shop.
B. He is convicted of Mrs. Gargery's murder.
C. He is Pip's mysterious benefactor.
D. He marries Biddy.
E. We will not meet him again.

Pale Young
Gentleman

A. Marries Estella
B. Eventually becomes a friend of Pip's.
C. Marries Biddy
D. Turns out to be Estella's brother.
E. We will not meet him again.

Adventures in Reading
"Great Expectations"

Stage Two
Sequence of Events

Directions: Below are eleven events which occur in the Second Stage. They are not in proper sequence. Number the events from 1 - 11 in the order that they occurred. Then check the text to verify your answers.

_____a. The realization that he had foresaken Joe gives Pip great pain.

_____b. Pip meets the Pale Young Gentleman for the second time.

_____c. Pip is shocked at witnessing Orlick in the employment of Miss Havisham.

_____d. Estella visits London while on her way to Richmond.

_____e. Molly is seen for the first time by Pip and reference is made to her powerful wrists.

_____f. Pip's benefactor becomes known.

_____g. Pip and Herbert have lived beyond their means and must "look into their affairs".

_____h. Pip has dinner with Mr. Nemwick and surveys the "Castle".

_____i. Pip aids Herbert by establishing him as a partner in a trading house.

_____j. Joe is uncomfortable in Pip's presence because Pip has become snobbish.

_____k. Biddy hurts Pip by stating the truth about his coming to visit Joe.

Adventures in Reading
"Great Expectations"

Stage Two
Vocabulary

Directions: In the column, headed "WORD", are listed several words used in the text. The next column lists dictionary meanings of these words. You are to select the synonyms of those words. Circle the letter of your choice.

	WORD	MEANING	SYNONYM
1.	dolefully	aggrievedly	a. laughingly b. fiercely c. foolishly d. sorrowfully
2.	wreak	to ruin or damage	a. inflict b. destroy c. sink d. assign
3.	infer	to derive by reasoning or implication	a. imply b. provoke c. conclude d. forbid
4.	anonymous	unknown authorship or ownership	a. anxious b. inconsistent c. foreign d. unnamed
5.	averse	disliking; unwilling	a. opposed b. unhappy c. intense d. irregular
6.	symmetrical	correspondence in size and shape of parts	a. adjustable b. angular c. balanced d. divisible
7.	alluded	making mention of indirectly	a. referred b. saluted c. surprised d. pretended
8.	exhorting	to warn earnestly	a. advising b. selling c. despising d. relenting
9.	inflexible	not capable of being bent; rigid	a. weak b. unyielding c. impossible d. unpredictable

Adventures in Reading
"Great Expectations"

Stage Three; pp.668-719
Vocabulary

Directions: In each of the blanks write the word which is the best synonym for the underlined word in the sentence. Make your selection from the four words which follow the sentence.

_____1. The ideas were no longer good. Therefore our decision had to be <u>modified</u>.

1. mocked
2. changed
3. electrified
4. modeled

_____2. Punishment would have to be inflicted upon him. The man had committed a <u>felony</u>.

1. fallacy
2. crime
3. prison
4. statement

_____3. The face of the man was twisted and distorted. It was sheer horror! The <u>repugnance</u> of the onlooker was evident.

1. complete indifference
2. denial
3. opposition
4. extreme dislike

_____4. The house was deserted and evil in appearance. The fact that it was night gave everything a <u>spectral</u> appearance.

1. particular
2. special
3. reverent
4. ghostly

_____5. "The paper is very well done," remarked the teacher, "but I find this particular part to be <u>irrelevant</u>. Change it."

1. earnest
2. solemn
3. disrespectful
4. unrelated

_____6. There was no wind. The lake was smooth. The entire scene was very <u>placid</u>.

1. peaceful
2. related
3. thoughtful
4. visible

_____7. Estella was cold and distant towards Pip as the novel begins. This demeanor changes as the story progresses.

1. behavior
2. cruelty
3. belief
4. determination

_____8. The boy definately seemed superior. Perhaps it was his manner of behavior. Anyway this arrogance could not be tolerated.

1. reason
2. resentment
3. greed
4. pride

_____9. Money was scarce. The widow knew this and reacted accordingly. She frugally put things aside for a rainy day.

1. quietly
2. usefully
3. economically
4. vainly

Adventures in Reading
"Great Expectations"

Pages 56-719
Characters and quotes

Directions: An indication of a person's character is often found in words he says or in words spoken about him. Identify the person who said the words - or about whom the words were spoken - listed in the "Quotations".

CHARACTERS

A. Joe
B. Estella
C. Biddy
D. Pip's Convict
E. Miss Havisham
F. Mr. Jaggers
G. Mr. Wemmick
H. Herbert Pocket
I. Drumme
J. Orlic
K. Pip

QUOTATIONS

____1. "My Walworth sentiments must be taken at Walworth; none but my oficial sentiments can be taken at this office."

____2. "So new to him, so old to me; so strange to him, so familiar to me; so sad for both of us."

____3. "I wish you hadn't taught me to call knaves at cards jacks, and I wish my boots weren't so thick nor my hands so coarse."

____4. "If my advice had been asked, I should not have been here. What I have to do as the confidential agent of another, I do. No less, no more."

____5. "If you think as money can make compensation to me for the loss of the little child....."

____6. "You must know that I have no heart-if that has anything to do with my memory. I have no softness there, no sympathy-sentiment-nonsense."

____7. "I'll tell you what real love is. It is blind devotion, unquestioning self humiliation, utter submission, trust and belief against yourself and against the world, giving up your whole heart and soul to someone who smites it-as I did."

____8. "I tell you I am going to try to get the place of mistress in the new school. I can be well recommended by all the neighbors, and I hope I can be industrious and patient and teach myself while I teach other."

____9. "I must be taken as I have been made. The success is not mine, the failure is not mine, but the two together make me."

Adventures in Reading
"Great Expectations"

Pages 560-719
Characters and quotes

_____10. "You know he is an ill tempered, lowering, stupid fellow. You know he has nothing to recommend him but money, don't you?"

_____11. "The abhorrence in which I held the men, the dread I had of him, the repugnance with which I shrank from him, could not have been exceeded if he had been some terrible beast."

_____12. "He owed so much to his ever-cheerful industry and readiness that I often wondered how I had conceived that old idea of his inaptitude....."

_____13. "I have had a firm mind and a firm will to have your life, since you was down here at your sister's burying."

_____14. "Pray tell me that you forgive me. Pray let me hear you say the words that I may carry them away with me, and then I shall be able to believe that you can trust me and think better of me...."

_____15. "I have been bent and broken, but-I hope-into a better shape."

Adventures in Reading
"Great Expectations"

Pages 560-719
Character Development

Directions: Pip is the main character of the novel. His character is varied and complex in nature. This character portrayal is a technique commonly employed by novelists.

Over the thirty-four years we know Pip, we can witness these changes. You have seen him in three stages of his life.

Below are some of the main characteristics Pip revealed throughout his lifetime. Some of the characteristics occur in only one stage; others are to be found in two or all three stages. Place each characteristic under its proper heading and give the page, column and paragraph from the story to support your answer.

ungrateful
ashamed
snobbish

generous
trusting
loyal
unjust

selfish
courageous
considerate

Stage One	Stage Two	Stage Three
Trusting-page 617,1,4	Generous-page 654,2,4	Generous-page 688, 2,3,8

ANSWERS

The Thread That Runs So True

9 E-1-1a-1b

1. teach
2. Guy Hawkins
3. measure a field
   compute acreage
   bushels in wagonbed
   avoid being cheated
4. 17
5. sister had taught here
6. 35
7. for seats
8. hygienic reasons
9. taller and heavier than Jesse
   bull neck
   prominent jaw
10. felt Guy was after him
11. no
12. "I don't like teachers"
13. yes
14. Accepts it
    Thought Jesse was fair
15. blood stain on floor
16. afraid of Guy's actions
17. did not refer to fight
    showed respect

9 E-2-2a-2b

1. obtain more books
2. winter (dark December)
3. treacherous road
   feared snowstorm
4. dark cloud on each side of valley
5. snowflakes like quarters
6. walked into cornfield
7. kept him warm, shelter
8. walked too far to right (50')
9. test judgement of students
10. Budge Waters
11. algebra, Latin, English
    plane geometry, history
12. willing and ready
13. cold, blizzardly morning
14. Jesse had walked 17 miles.
15. laughed at
16. a trial run
17. won most everything

9 E-3

1. A 2. F 3. B 4. F 5. E
6. A 7. B 8. C 9. E 10. D

9 E-4

1. 2 2. 3 3. 4 4. 1

9 E-5

1. Inconsistent 2. Consistent 3. Consistent 4. Consistent

ANSWERS

ROMEO AND JULIET

9 E - 6 - 6a

1. 2
2. Verona
3. Yes
4. servants
5. Prince Escalus
6. Forfeit life if continue
7. Loves woman he swore not to love.
8. Capulet's daughter
9. Lord Capulet
10. Rosaline
11. When he asked about another girl.
12. by voice
13. Nurse reveals identity
14. Nurse reveals identity

9 E - 7

1. yes
2. Juliet
3. forget he is a Montague
4. No
5. yes
6. she spoke her love
7. profess his love
8. for marriage consent
9. he doted and did not love
10. Romeo & Juliet are married

9 E - 8 - 8a

1. Tybalt is Juliet's cousin
2. No
3. Mercutio & Tybolt
4. Mercutio
5. Yes
6. They fight
7. Exiled
8. at Friar Laurence's
9. she weeps and weeps and falls on her bed.
10. kill himself
11. Mantua
12. Thursday
13. Friar Laurence

9 E - 9

1. He has wrongly guessed her sorrow.
2. Romeo
3. To prevent marriage to Paris
4. Plan of poison; simulated suicide
5. She begs his pardon
6. Fears that poison is real.
7. The thought that she will join Romeo.
8. That Juliet is dead.
9. Prepare for funeral

9 E - 10 - 10a

1. Balthasar
2. defies fate
3. for poison
4. because of quarantine
5. to bring flowers nightly to the tomb.
6. To kill himself
7. He fears Romeo will shame Juliet's grave.
8. He is killed
9. Commits suicide
10. Fears being apprehended
11. She commits suicide
12. Friar Laurence
13. Capulets & Montagues
14. Ends
15. "Some shall be pardoned and some punished. For never was a story of more woe..."

9 E - 11

1. 2 2. 1 3. 1 4. 2

ANSWERS

ROMEO AND JULIET

9 E - 12 - 12a

Part II

1. lines 4 and 5

2. lines 77 and 78

9 E - 13

Incident	Effect	Character
1.	6	A
2.	8	B
3.	9	H & B
4.	1	I
5.	3	F
6.	2	J
7.	4	A
8.	10	B
9.	7	E
10.	5	A

ANSWERS

THE ODYSSEY

9 E - 14 - 14A - 14b

	Part I	Part II	Part III
1. Odysseus	line 1	line 1	line 2
2. cunning plans	line 2	line 1	lines 3-4
3. yes	line 3	line 2	lines 4-5
4. Ithaca	line 4	line 3	line 6
5. strong children	line 6	line 5	lines 9-10
6. yes	line 8	lines 5-6	line 11
7. Troy	line 11	line 8	line 15

9 E - 15

Column A

3	17
4	13
11	8
16	19
12	18
16	6
7	2
14	5
10	1
9	

9 E - 16

1. Zeus	6. longs to dwell there
2. rowed	7. forces them to the ship
3. Lotus-flowers	8. forces all to enter ship
4. sends 3 men	9. yes
5. no	

9 E - 17

Allow for student discussion

9 E - 18

a resourceful man	lines 125-138	others
a conceited man	line 139	others
a courageous man	line 139	others
a stubborn man	lines 150-157	others
a cunning man	lines 229-239	others
a cautious (wary, prudent)man	lines 266-270	others
a fair-minded man	lines 307-308	others
a strong man	lines 371-378	others
a capable man	lines 371-378	others

9 E - 19 - 19A

1. A	4. G	7. C	10. D	13. B
2. C	5. D	8. B	11. F	14. E
3. E	6. B	9. G	12. B	15. E

ANSWERS

GREAT EXPECTATIONS

9 E - 20 - 20a - 20b

Part I

1	H		8	K	
2	M		9	L	
3	I		10	B	
4	J		11	E	
5	G		12	D	
6	N		13	A	
7	C		14	F	

Part II

1. 1
2. 7
3. 8
4. 12
5. 13

9 E - 21

1	B		6	A	
2	B		7	D	
3	C		8	C	
4	A		9	C	
5	C				

9 E - 22

3, 9, 5, 14, 2, 11, 6, 4, 1, 8, 12, 15, 10, 13, 7

9 E - 23

Open for class discussion providing answers are logical and based on references to text.

9 E - 24

2, 8, 5, 10, 3, 4, 7, 11, 9, 6, 1

9 E - 25

1.	D		4.	D	
2.	A		5.	A	
3.	A		6.	C	
					7. A
					8. A
					9. B

9 E - 26 - 26a

1.	2		4.	4	
2.	2		5.	4	
3.	4		6.	1	
					7. 1
					8. 4
					9. 3

ANSWERS

GREAT EXPECTATIONS

9 E - 27 - 27a

1. G
2. E
3. K
4. F
5. A
6. B
7. E
8. C
9. B
10. I
11. D
12. H
13. J
14. K
15. B

9 E - 28 Stage One Stage Two Stage Three

Allow for discussion